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ABSTRACT

This booklet is designed to assist teachers in guiding students through the Museum of Historic St. Augustine (Government House) exhibit, "The Dream, The Challenge, The City." The exhibit and learning activities explore cultural, economic, and architectural development from the 1565 Spanish settlement to the Flagler Era of the 1880s and 1890s. Included in the booklet are pre-visit activities, a glossary, background information, an overview of each of the three main themes plus the role of archaeology, post-visit activities and a 13-item bibliography. Themes used throughout the exhibit and activities include: (1) "Commerce"; (2) "Culture"; (3) "Architecture"; (4) "Henry Flagler"; and (5) "Archaeology." (EH)

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MUSEUM OF HISTORIC ST. AUGUSTINE GOVERNMENT HOUSE

ED 388 591

TEACHER'S GUIDE

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Introduction

Ordered by King Phillip II of Spain to establish colonies in Florida, on September 8, 1565, Don Pedro Menendez de Aviles founded St. Augustine. Built where Matanzas Bay opens into the Atlantic Ocean, St. Augustine provided protection and refuge for the Spanish treasure fleets sailing north along the Florida coast on their return to Spain. During the next 198 years St. Augustine was destroyed by hurricanes and repeatedly burned by the British who hoped to capture Florida. Slowly, St. Augustine grew and survived every effort directed against it until Spain and England signed the Treaty of Paris in 1763 and St. Augustine was given to England. The Spanish left and St. Augustine became a thriving British Colonial capital until 1784 when Spain and Britain signed another treaty and St. Augustine became Spanish once again. In 1821, Spain sold St. Augustine and Florida to the new country to the north, the United States. Once again St. Augustine grew slowly and eked out its existence from the sea and from farming until railroad builder Henry Flagler arrived and in the 1880's and 1890's transformed St. Augustine into a glamorous winter resort.

This booklet is designed to assist the teacher in guiding students through the Museum of Historic St. Augustine (Government House) exhibit, "The Dream, The Challenge, The City" to enhance the students' enjoyment and facilitate their learning experience. The exhibit explores cultural, economic and architectural development from the 1565 Spanish settlement to the Flagler Era of the 1880's and 1890's. This is accomplished through the use of over 300 artifacts and decorative objects (many found in St. Augustine) and an array of texts, illustrations, interactive stations and audio presentations. Throughout their visit, the students will be encouraged to explore the uniqueness of St. Augustine's history.

Included in the booklet are pre-visit activities, a glossary, background information, an overview of each of the three main themes plus the role of archaeology, post-visit activities and a bibliography. With this information, the teacher will be able to prepare the students for the exhibit, guide them through the exhibit, and conclude with classroom activities to further the students' understanding. After touring the exhibit the students will be able to explain the following:

1. how various types of trade were important to the survival of St. Augustine.
2. the importance of the multi-cultural society in St. Augustine.
3. how environment, culture, and available materials influenced the architecture of St. Augustine.

Glossary

ARCHAEOLOGY - The scientific study of the culture of ancient peoples by excavation of ancient cities, relics, artifacts, etc.

ARCHITECTURE - The study of buildings; their design and construction.

ASTROLABE - A device that enabled ships to locate their position by the altitude of the sun and stars.

BARTER - Trading for items rather than using money.

BOARD AND BATTEN - Type of house construction using wooden boards placed vertically on a post framework. Also called batten board.

BRASERO - Metal pans of hot coals used to heat homes in the winter.
Pronounced - (bra sã rō). The English word is brazier.

CASTILLO DE SAN MARCOS - The coquina fort built between 1672 and 1695 to replace nine previous wooden forts at St. Augustine. The forts were built to protect the city.
Pronounced - (kas tēyō dā san mar kōs).

COMMERCE - Economic support and development of a city.

COMPASS ROSE - Directional symbol on a map.

CONVERSION - Adoption of a different religion.

COQUINA - A natural limestone composed of shell fragments compressed over thousands of years into thick beds of stone. It was used to build the Castillo and many other buildings.
Pronounced - (kō kē na).

CROSS VENTILATION - Allows breezes to pass through a building by having windows and/or doors on opposite walls.

CULTURE - The concepts, habits, skills, art, instruments, music, institutions, etc. of a given people of a given period; civilization.

FORT MOSE - A settlement and fortification just 2 miles north of St. Augustine built and inhabited by black militia company. Pronounced - (mō sã).

GARRISON TOWN - A town whose existence is due to a military presence.

INDIGENOUS - Something born, growing or produced naturally in a region.

INDIGO - A bush used to make blue dye. During the British Period Florida plantations grew indigo.

LA FLORIDA - The name given to Florida by Juan Ponce de Leon in 1513 commemorating its discovery during Pascua Florida, the Feast of Flowers (the Easter season).

LOGGIA - Porch on the side of a Spanish-style home. Pronounced - (lōd' ja).

LOYALISTS - Those citizens of the British American colonies who remained loyal to Great Britain during the American Revolution. Many came to St. Augustine because East Florida remained loyal to the British crown.

MINORCANS - Originally referred to natives of the island of Minorca, off the east coast of Spain. Minorcans, along with other Mediterranean peoples, first arrived in Florida as indentured servants to work on the British plantation at New Smyrna. They later fled north to St. Augustine because of the harsh conditions on the plantation. Eventually, all descendants of these immigrants became known as Minorcans.

MISSION SYSTEM - Chain of Catholic missions in Florida meant to convert the natives. The missions included a village for the converts and some had a resident priest.

ORDINANCES - Rules set up to tell how to do something. The town plan of St. Augustine was set up according to the 1563 ordinance of King Phillip II.

PESTILENCE - Epidemic diseases such as small pox, yellow fever, measles, malaria, etc.

PLAZA - The public square, the center of town. The important buildings of St. Augustine (governmental and religious) were supposed to be located around the plaza.

PRIVATEERS - Men who were legally contracted to seize enemy ships, confiscate any valuables and turn the booty over to their rulers (unlike pirates who captured ships for their own gain).

SIEGE - When an enemy force attempted to take over a town or fort by blockading and bombarding it into surrender.

SITUADO - The yearly government allotment provided by Spain to the settlement in St. Augustine. It paid for soldiers' salaries and bought their food, weapons and ammunition.

TABBY - A mixture of lime (obtained by burning oyster shell), sand, crushed shell and water to construct buildings. Also used for flat roofs, floors and fences.

TIMUCUANS - The Native American tribe in the St. Augustine area for 4,000 years before Menendez arrived. They were eventually wiped out by European diseases and forced labor.

WATTLE AND DAUB - Wattle was the framework of posts placed in the ground and woven with vines, branches and twigs. Daub was the clay used to plaster the framework. It was a building technique used by the Native Americans in the area to build their homes and was adapted by the Spaniards.

Background Information

Juan Ponce de León sighted the east coast of Florida in 1513. He named the land "La Florida" to commemorate its discovery during Pascua Florida, the holy Feast of Flowers (the Easter season). Numerous other explorers attempted to establish a foothold in Florida, but none succeeded until Pedro Menendez de Aviles. In 1565 he established St. Augustine, named for the feast day on which he sighted land. St. Augustine became the first permanent European settlement in the continental United States.

The Spaniards who came to Florida in the sixteenth century travelled by ship on a journey that lasted many weeks. Navigational tools such as the compass and the astrolabe helped guide them. Shipboard conditions were crowded and the daily rations were minimal - one and a half pounds of bread, 2 pints drinking water, 2 pints wine, and one pint of water for bathing per day.

Upon arrival in the New World, the Spaniards faced many challenges to establishing a settlement, but they succeeded where none had before them. The Spanish crown provided financial support and supplies for the garrison town and its fort. However, without the assistance of the Native Americans already present, life would have been even more difficult. St. Augustine became an important military and mission town for the Spaniards for the next 198 years.

Between 1763 and 1821 St. Augustine changed governments three times. In the 1763 Treaty of Paris, Spain bargained to transfer St. Augustine to Great Britain. The Spanish subjects in town, including blacks and Christianized Native Americans, left for Cuba or Mexico, still Spanish possessions. The British retained St. Augustine for a military base, and during the American Revolution it became a haven for colonists loyal to Great Britain. In 1784 Florida was transferred back to Spain as a reward for Spain's alliance with the victorious colonies. However, by the early 1800's, Spain's power had weakened and could no longer control Florida. In 1821, Florida became a United States territory.

Stop #1 - Commerce

St. Augustine was the center of the fortifications and mission system that held Florida for Spain. St. Augustine was important for protecting the Spanish treasure fleets while on their way back from Central and South America and Cuba. The treasure fleets were the target of English, Dutch and French privateers. Shipwrecks were common along the coast due to storms and hurricanes, and the town was a base for recovering items from the shipwrecks.

The city also became a religious center as a chain of missions was set up to the north and west. The conversion to Catholicism of the Native American tribes in the area was the goal of these missions. The missions were destroyed by English raids in 1702 and 1704.

The survival of the settlers depended upon compromises between the Spanish method of doing things and Native American methods. The Spanish relied on the situado, a yearly government subsidy, for the actual money to buy items such as food, weapons and ammunition, and to pay the soldiers' salaries. Often the situado was delayed or never arrived because of storms, hurricanes, pirates or privateers. This led to other means of survival that depended more on the land and its resources rather than dependence on Spain. The Native Americans sold food to the townspeople and also showed them how to grow indigenous plants. A thriving local trade depended primarily on the barter system rather than cash. Skilled laborers such as blacksmiths, seamstresses and carpenters helped supply the town with necessary items. Illegal dealings with the French and the British created a thriving black market trade. French and British goods were cheaper, easier to obtain, and of better quality than those from Spain.

Often, outside forces led to the hinderance of commerce in St. Augustine. Hurricanes, raids and **sieges** often destroyed the town, forcing its citizens to rebuild. The introduction of **pestilence** - diseases such as small pox, yellow fever, measles and malaria, that could decimate a native tribe - also slowed the economic growth. Disease also affected the Spanish, but not to the degree it did the Native Americans. Inclement weather such as windstorms or freezes could destroy entire crops. Still, St. Augustine survived.

During the British Period (1763-1784) St. Augustine was still a military town. However, with no enemies, settlement extended beyond the town limits. Plantations were established to grow **indigo**, rice and sugar. During the American Revolution, Florida remained loyal to Great Britain. Almost 13,000 loyalists fled the colonies and re-settled in St. Augustine. Of these refugees, almost 8,000 were slaves.

Stop #2 - Culture

Throughout its history, St. Augustine has been home to people of many cultures. Native Americans, Spaniards, Africans, Englishmen, Minorcans, Americans and others lived, warred, intermingled and shared cultures.

One of the most unique features of colonial St. Augustine is the town plan. Like all Spanish colonies, St. Augustine followed **ordinances** for town planning established by King Phillip II in 1563. The **plaza**, or public square, was the center of town. Around it, the government buildings and the church were to be built. Prominent citizens (the governor and high military officials) could build their homes closest to the plaza, while those of lower status built to the north, south and west. Streets were laid out in a uniform manner to allow for future growth.

By the time Menendez founded St. Augustine, the native tribes had been in the area for over 4,000 years. The **Timucuans** lived in thatched roof, circular homes located in villages surrounded by a wall of upright logs. The Timucuans planted crops of corn, beans, squash and pumpkin. They hunted and harvested **indigenous** plants, fish and shellfish. Once the **mission system** was established, the natives were encouraged to convert to the Spaniards' religion. Many Spanish men married Christianized native women. This led to even more assimilation of local Native American practices into the Spanish lifestyle of St. Augustine.

Africans sailed to the New World with the earliest European explorers, and were present at the founding of St. Augustine in 1565. Most were slaves in the beginning, but by the late 17th century some had been born free and others had escaped from slavery in the British colony of Carolina. After 1693, the Spanish crown provided freedom to runaway slaves who came to St. Augustine and converted to Catholicism. By 1738, a black militia company was formed and had established a settlement and fortification called **Fort Mose** just north of town.

During the British Period of St. Augustine **Minorcans**, Italians and Greeks were brought from the Mediterranean as indentured servants to work a plantation at New Smyrna, 75 miles to the south. They fled to St. Augustine, after nine years on the plantation, due to harsh living conditions. The Minorcans have remained a distinct ethnic group within the city.

St. Augustine was a **garrison town**, thus the military was a prominent part of life. Most male residents were soldiers, and their standing in the community reflected their rank and pay at the fort. The fort also protected the citizens by providing refuge behind its walls during raids and sieges.

Religion played a major role in the lives of the townspeople. Roman Catholicism was the official, and only, religion recognized by the Spanish government. The missions were established to convert the Native Americans, but concessions were made to smooth the way, allowing the native tribes to keep some of their traditions. During the First Spanish Period the church influenced the daily activities, social functions, political actions, and spiritual life of St. Augustine.

Stop #3 - Architecture

The Spanish style of **architecture** in St. Augustine was a recreation of "Old World" Spain in the New World. The Spanish settlers used the available materials to build familiar styles.

The traditional Spanish home was built directly on the street. The entrance to the house was through a **loggia**, or side porch, usually on the south side of the house. The loggia had a wide overhang for shade in the summer but allowed the rays of the low winter sun to warm the house in the winter. Windows on the east and west allowed **cross ventilation** to cool the home in the summer. Windows were also on the south side of the home for breezes and sunlight. The north wall was solid to block the cold winter winds. Fireplaces were uncommon so **braseros**, metal pans of hot coals, were used to heat the home. Cooking was done outside or in a detached kitchen in some of the wealthier homes. Fences or walls separated each home from the next.

There were four different types of building materials and techniques used in St. Augustine. **Wattle and daub** was similar to the building technique with which the Spanish were familiar. It was used by the Native Americans to build their round structures, and the Spanish adapted it for their rectangular buildings. Wattle was the framework of posts placed in the ground and woven with vines, branches, twigs, etc. Daub was the clay found in marshes used to plaster the framework. The houses were then whitewashed. Wattle and daub buildings were some of the earliest structures built in St. Augustine.

The Spaniards quickly utilized the abundant forests of Florida. By the 1600's, wood was the main building material. Beams and stringers (long horizontal timbers) were added to a post framework and then boards were nailed on vertically. Joints between the boards were covered with a batten, a thin strip of wood. This was known as **board and batten** construction. Its drawback was that it was very susceptible to fire and termites.

Tabby was a durable material used for construction. It was a mixture of lime, sand, water and crushed shell. The lime was obtained by burning oyster shell. Additional shells were mixed in with the lime, sand and water, and the mixture was poured into forms made of boards to build the house. The house was constructed in layers of poured and hardened tabby. The walls were then plastered to finish the home. Tabby was also used for flat roofs, for floor slabs, and for fences.

The **Castillo de San Marcos** was constructed between 1672 and 1695 of **coquina**, a natural shellstone composed mainly of shell fragments compressed over thousands of years into stone. Coquina was quarried from the north end of Anastasia Island, across the Matanzas Bay. At first, coquina could only be quarried for the construction of the fort. Later, it was made available for residences. The colonial structures surviving today are primarily of coquina.

Stop #4 - Henry Flagler

Perhaps no one person since Menendez has affected St. Augustine more than Henry Flagler. A partner in the Standard Oil company, Flagler used his wealth to build resorts in St. Augustine and elsewhere in Florida. In the 1880's and 1890's the city became a destination for wealthy northerners. Flagler's architects blended a variety of Mediterranean styles into a new architectural form, and pioneered the use of poured concrete reinforced with iron bars.

Stop #5 - Archaeology

It is archaeologists who help us understand how people in the past have lived. They begin by digging up the remains people left behind, and from these remains they try to explain the lifestyles of the people. **Archaeology** is basically the study of trash, because what people threw away tells much about their everyday lives. Pottery, glass, food, clothing and other broken or unwanted items all ended up in trash pits. From these fragments archaeologists reconstruct past lifestyles. Bones, seeds and plant remains tell us about the meals people ate. Pottery allows us to construct trade patterns, and items of personal adornment show us what people wore.

Archaeology is a time-consuming and exact science. Archaeologists must excavate carefully with trowels, brushes and other small tools. The excavated soil is passed through screens to recover even the smallest artifacts. The important discovery is not the single artifact, it is the artifact's relationship with other objects and evidence found in the ground. Through these relationships archaeologists get the most complete picture of everyday life and a broader view than documents alone can provide.

Suggested Readings

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Arnade, Charles W., **The Siege of St. Augustine in 1702**. Gainesville, 1959.

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Landers, Jane, **Fort Mose**. St. Augustine Historical Society, 1990.

Student Objectives

After touring "The Dream, The Challenge, The City" students should be able to do the following:

-Explain how the following hindered commerce in St. Augustine:

- | | |
|---------------------|------------------------------------|
| 1. sieges and raids | 3. weather (freezes, floods, etc.) |
| 2. hurricanes | 4. diseases |

-Describe the mission system and its purpose.

-Explain how the following helped St. Augustine survive:

- | | |
|---------------------|-----------------------|
| 1. situado | 4. local resources |
| 2. local trade | 5. black market trade |
| 3. Native Americans | |

-Explain the significance of the town plan and how it brought some of the order of "Old World" Spain to the New World.

-Describe how religion affected the following areas of life:

- | | |
|---------------------|----------------------|
| 1. daily activities | 3. political actions |
| 2. social functions | 4. spiritual life |

-Explain the influence of Africans in the development of St. Augustine.

-Describe the role of the Minorcans in the development of St. Augustine.

-Describe how the presence of the Castillo de San Marcos affected life in town.

-Describe how the intermingling of Spanish and Native American cultures influenced the following:

- | | |
|---------------------------|-------------|
| 1. foodways | 4. religion |
| 2. building techniques | 5. commerce |
| 3. social and family life | |

-Name and explain the four types of building materials and techniques used in Colonial St. Augustine.

-Describe how homes were built to take advantage of the weather.

-Name three or more artifacts uncovered by archaeologists in St. Augustine and what those artifacts tell us about life in the city.

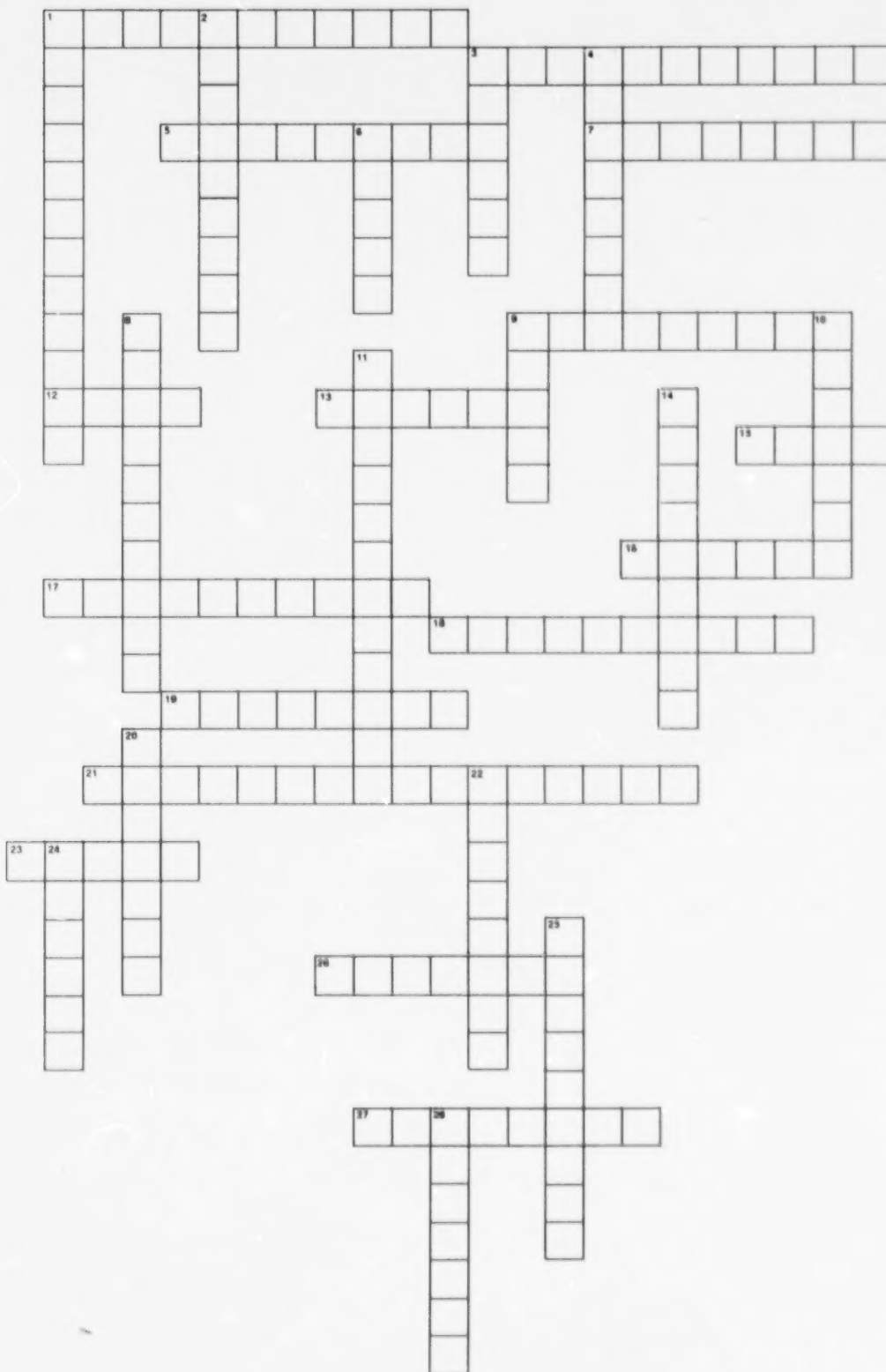
Pre-visit Activities

1. Discuss the terms in the vocabulary list, most of which can be found in the text. Use the cross-word puzzle and the word search to help students familiarize themselves with the terms.
2. Photocopy the olive jar puzzle pieces onto card stock, if possible, or onto plain paper. Have the students carefully cut out the pieces, just as an archaeologist carefully excavates artifacts. Then have the students put the pieces together (hint: start by fitting the smaller pieces together first) to see what they have unearthed. Just as in archaeology, there may be a piece or two missing. (Another hint: leave the numbers on the pieces, they will all be right side up when the puzzle is finished.)

Post-visit Activities

1. Have the students tell why they think a museum and its artifacts are important, and what artifacts and museums can tell us about people and their lives in the past. What do the students think archaeologists 100 years from now would deduce about their lives if their trash was excavated?
2. Divide the class into groups of 4 to 5 students each to construct a wattle and daub house. See instructions following. The instructions included are the best possible for the teacher and the teacher should use his/her discretion how to best use the instructions for the students.
3. Have the students pretend they are a new settler who has just arrived in St. Augustine, from Spain, in the year 1740. They have received a letter from their uncle/aunt asking about life in La Florida. Have the students answer the letter as best they can with information they gathered while touring the exhibit. Two separate letters are included in the packet to be given to the students, one from an uncle for boys and one from an aunt for girls.
4. Divide the class into groups of 3 to 4 students each. Assign each group to be a "person" (soldier, Native American, housewife, ship's captain, privateer, blacksmith, etc). Depending on what "person" they are, each group will have certain items they can barter to obtain other items they need. Remind the students that although they may have all these items available to trade, they need to keep in mind what they could more easily do without while they are trading.
Depending on the class, you may want to select some items from each group to work with, or you may use the entire list. One item to a card, write down each item available to barter on 3" by 5" cards and give to the appropriate "person". Then give each group of students a list of what they need. Then let the groups barter. Tell them they may need to go to more than one person to obtain some items.

ST. AUGUSTINE CROSSWORD PUZZLE



CROSSWORD PUZZLE CLUES

Across

1. Science which digs up the past.
3. Vertical wooden coverings on a house wall. (2 words)
5. Pirate with a license to steal.
7. Original settlers in New Smyrna.
9. Castillo de _____ . (2 words)
12. Compass _____ .
13. Basket weave walls of a house.
15. Mud covering of #13 across.
16. Blue dye plant.
17. How Native Americans became Catholic.
18. Native Americans are _____ to Florida.
19. Free African American settlement in Florida. (2 words)
21. Breezes blowing through a house. (2 words)
23. Heart of the town.
24. Porch.
26. Shell stone.
27. Economic trade.

Down

1. The science of building.
2. Device to measure the sun and stars.
3. Trading with no coins, just items.
4. Original inhabitants of the St. Augustine area.
6. Spanish concrete.
8. Contagious diseases.
9. The British tried to capture St. Augustine by _____ .
10. Spanish government payment to St. Augustine.
11. St. Augustine was a _____ . (2 words)
14. A law.
20. Charcoal heater.
22. An anti-rebel.
25. Land discovered by Ponce de Leon. (2 words)
28. Catholic church for the Timucuans.

ST. AUGUSTINE WORD SEARCH

```

C R F E S O M T R O F L Q M S D A U B G F
B A I G L B X B S H M O T S V U N B C L I
R E S G P Q V C X L E I N D I G E N O U S
L Y N T I M U C U A N S N P U D G D E I R
G K O B I C S I T A U T C O Q U I N A R E
P E S T I L E N C E Z M P E R Q L G N U E
M X J W I S L O W H N E W R Q C S J T B T
P S O R C A C O N V E R S I O N A H O N A
G I D E L E R I D H C P K A B N O N I C V
L T A T A R C H A E O L O G I S T Q S Y I
O U T R L L D G J O S T N G J R M M O T R
G A E A S L N E L T T A W F B R Y S E S P
Y D V B E Q L D S I K O N R U Z Y B S I P
P O H R L O G G I A E G T M F T C U B L H
I W Y E H A E I T K I N A Z A L P M E A R
L N O V M G E I K E T I R P E R O N S Y T
P O D W E H A V E Q L E C B N V C L E O E
M I S I U E L A F L O R I D A Q N O R L T
S V S A G N K E G Q R T X T E N J K S L O
I R F G P O I B E B R A S E R O O I V W N
    
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In this puzzle there are 22 hidden words relating to commerce, culture, and architecture in St. Augustine. The words can be found across, forward, backward, up and down, or diagonally. See how many you can find.

Castillo de San Marcos

Plaza

Siege

Situado

Loggia

Conversion

Indigo

Tabby

Wattle

Daub

Pestilence

La Florida

Minorcans

Privateers

Brasero

Timucuans

Fort Mose

Loyalist

Coquina

Archaeologist

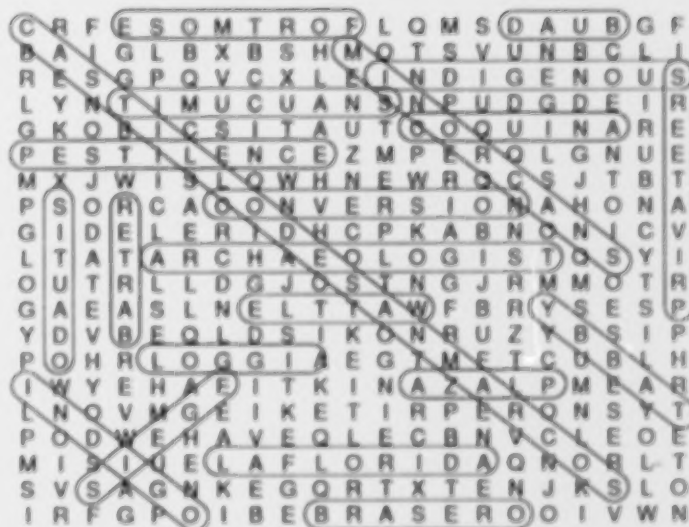
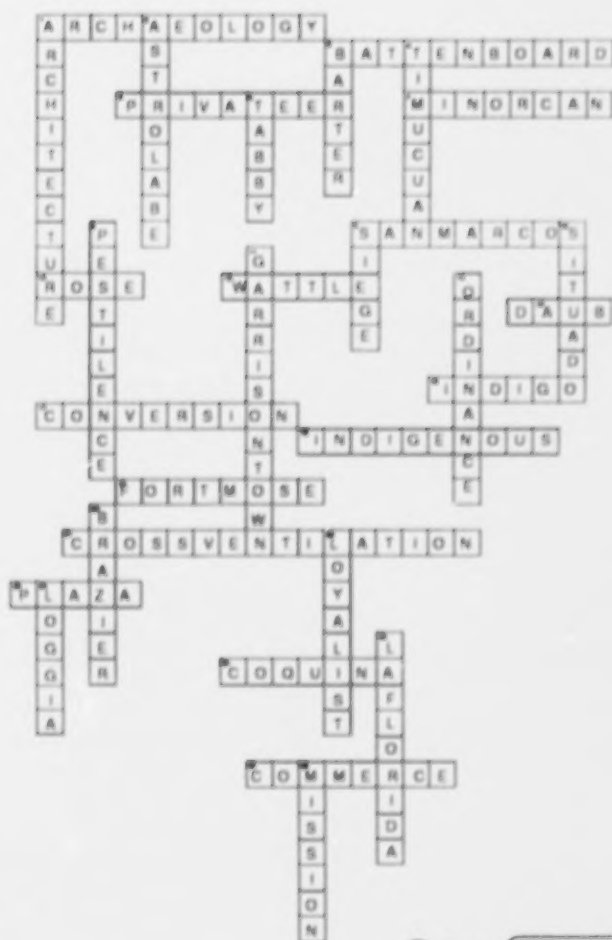
Indigenous

Barter

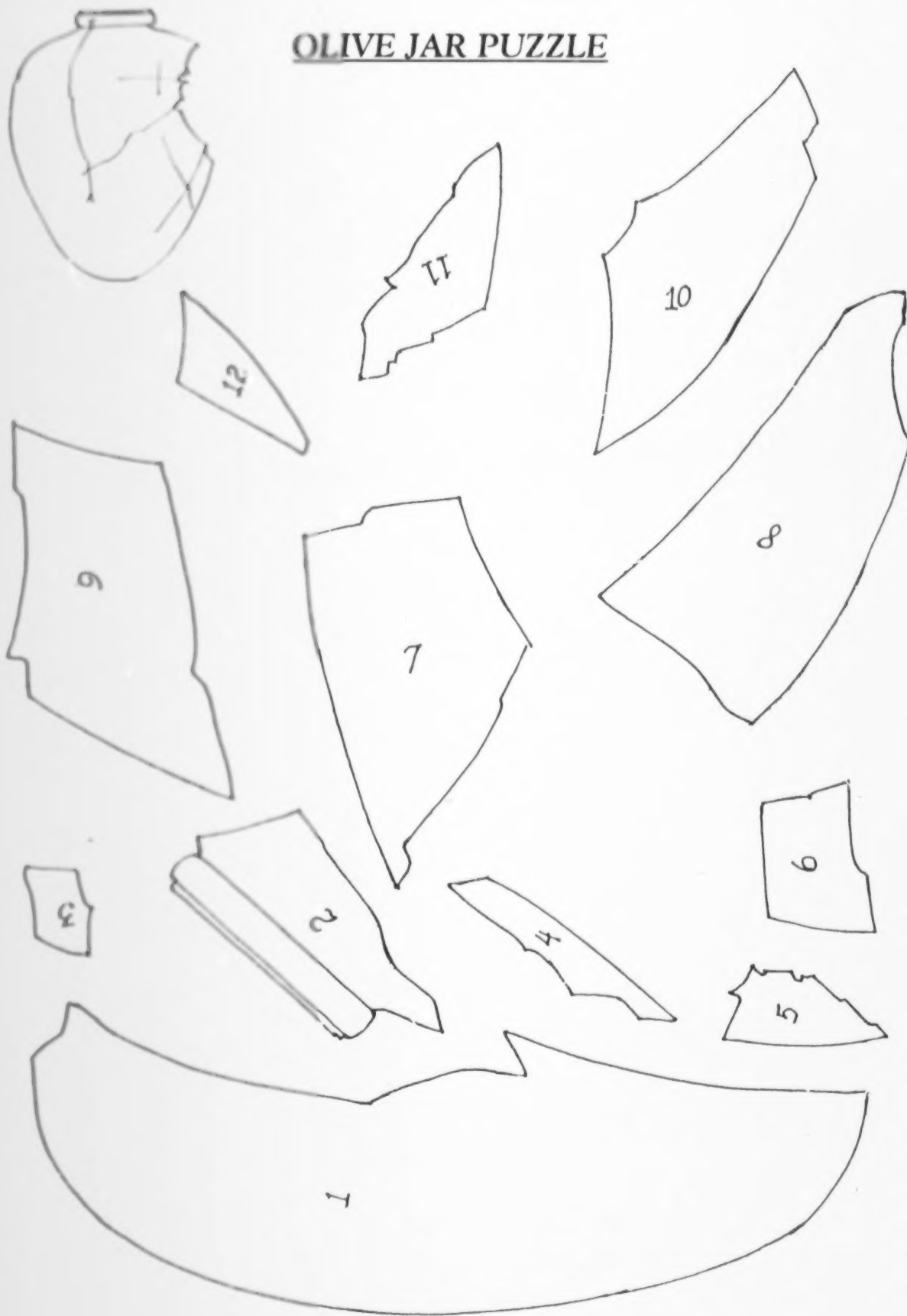
ST. AUGUSTINE WORD SEARCH

ST. AUGUSTINE CROSSWORD PUZZLE

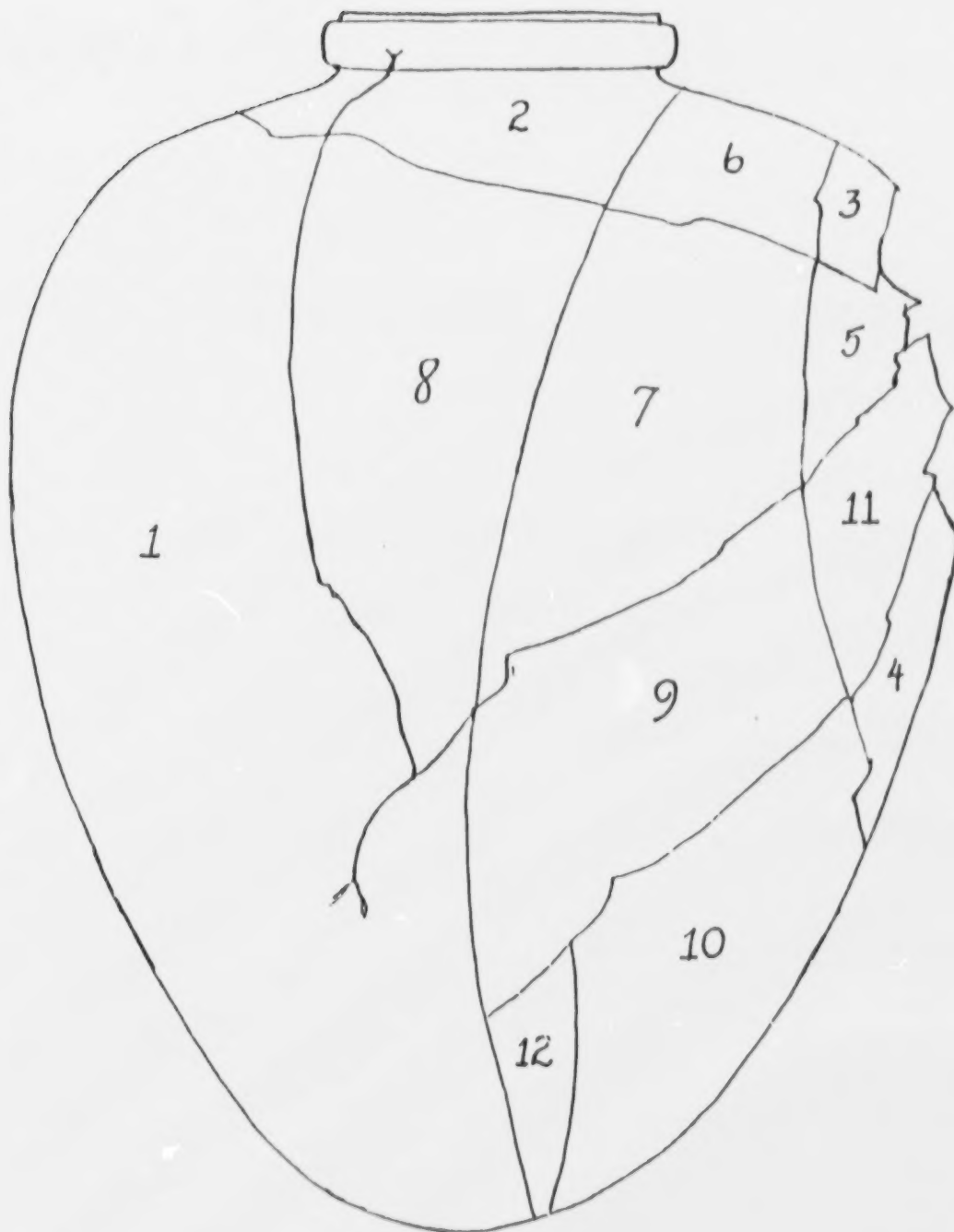
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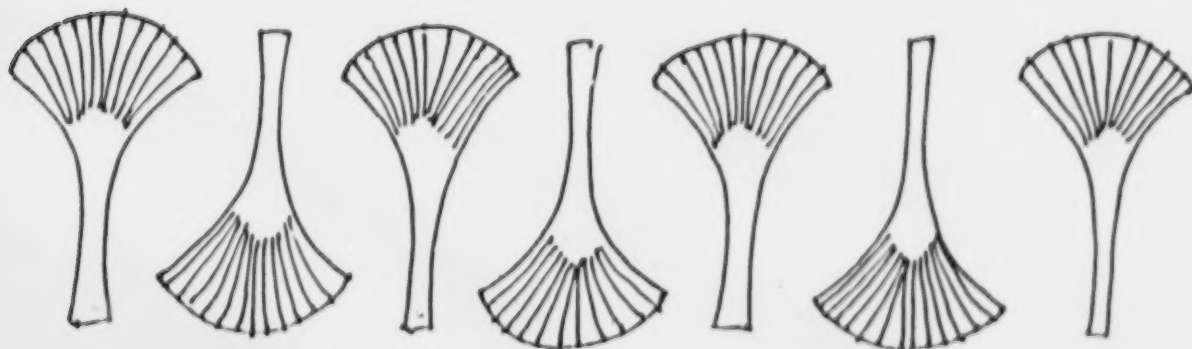
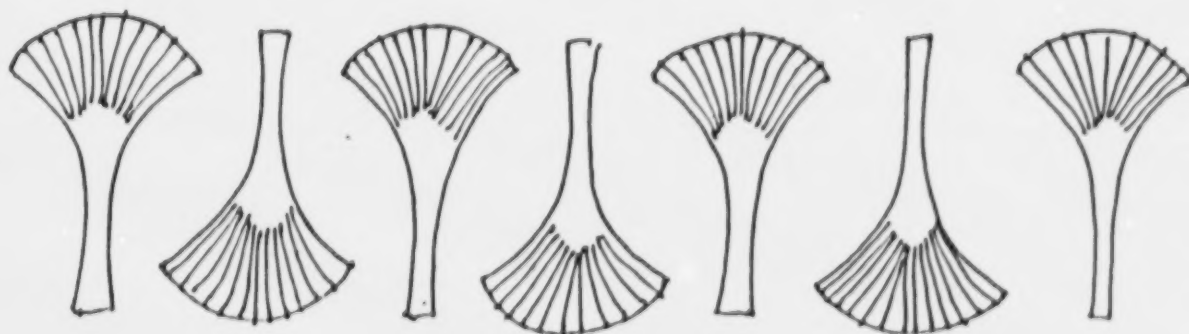
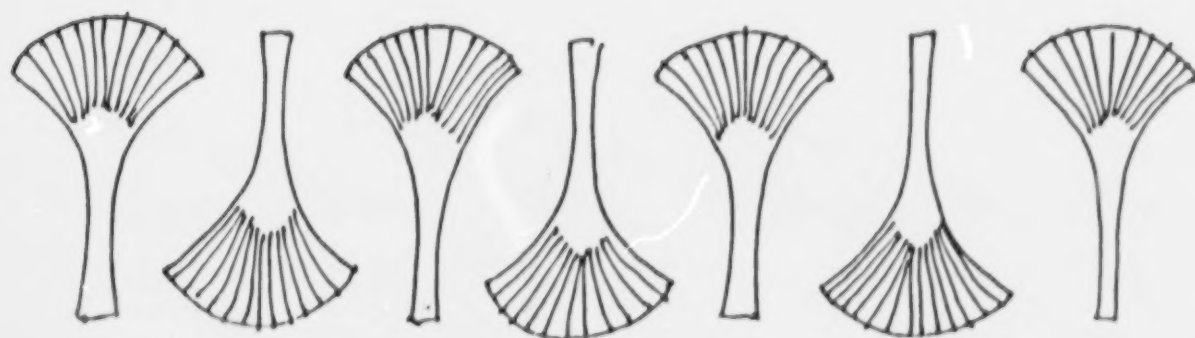
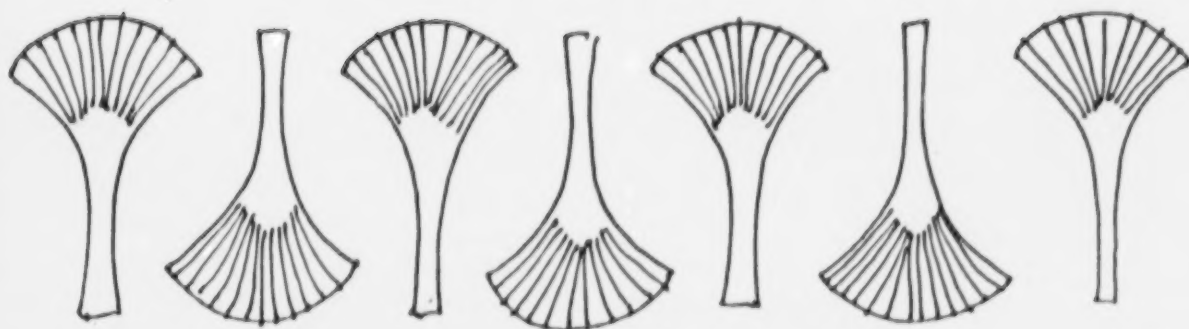
OLIVE JAR PUZZLE



TEACHER'S SOLUTION



PALM FRONDS



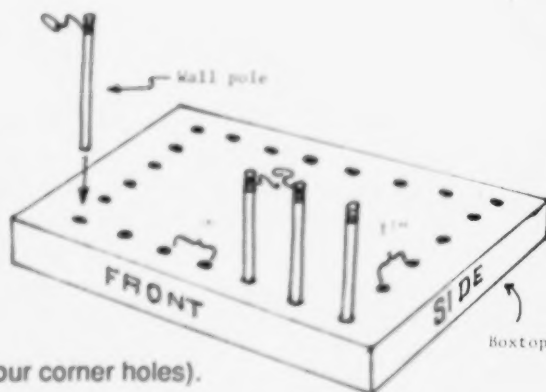
Building the Wattle and Daub, Palm Thatch Model House

Materials:

- 1 sheet corrugated cardboard or one shoebox lid.
- 24 pencil sized wooden twigs (as straight as possible) for wall poles.
- 2 pencil sized twigs (straight) 12" long for plate logs.
- 2 pencil sized twigs (straight) 8" long for girt logs.
- 4 pencil sized twigs (straight) 9" long for roof corner poles.
- 4 pencil sized twigs (straight) 6" long for roof rafters.
- 1 pencil sized twig (straight) 2 1/2" long for the ridge pole.
- The straw from one old natural straw broom
- Several sheets of palm fronds (photostat on tan or green paper if possible)
- White glue (Elmer's) and tan thread

Building the Frame:

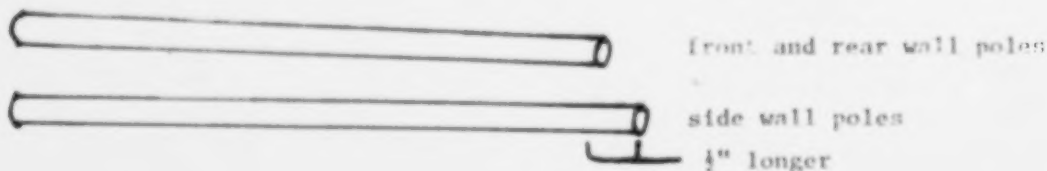
1. Measure and mark a 7 1/2" x 12" rectangle on cardboard or boxtop. Make a mark every 2" on the long sides of rectangle and every 1 1/2" on short side. Punch out twig sized hole at each mark. These are the foundation holes for the wall poles. (You may wish to leave the back of the house open in order to show the interior, if so you may omit the holes for one wall. Either way the house requires all four corner holes).



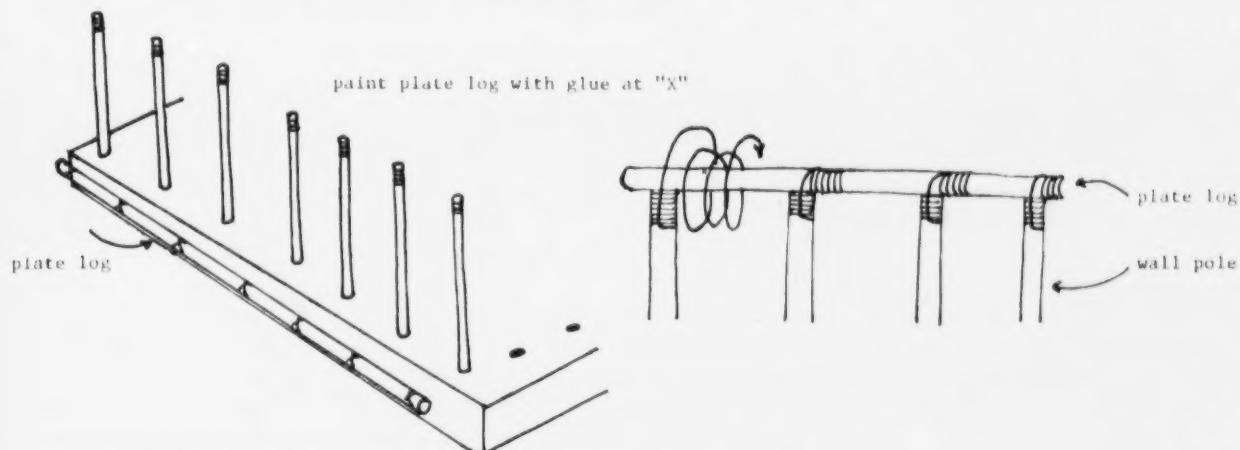
2. Paint glue on the upper 1/2" of each wall pole and wrap with thread as shown. Leave tails of thread long enough to tie around plates and girts.



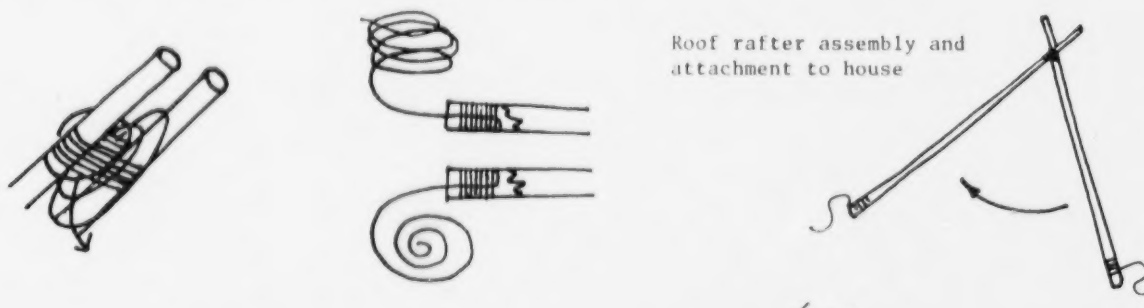
3. The poles for the two end walls should be 1/2" longer than the front wall. Sort the poles and place the shorter poles in the front wall holes and glue. Allow to dry.



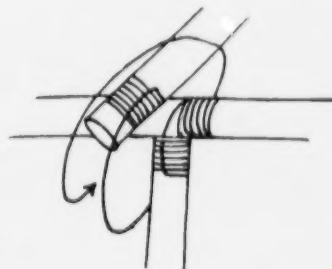
4. Mark one of the plate logs for the position of all of the wall poles and paint with glue at the marks. Place on top of wall poles and tie in position as shown.



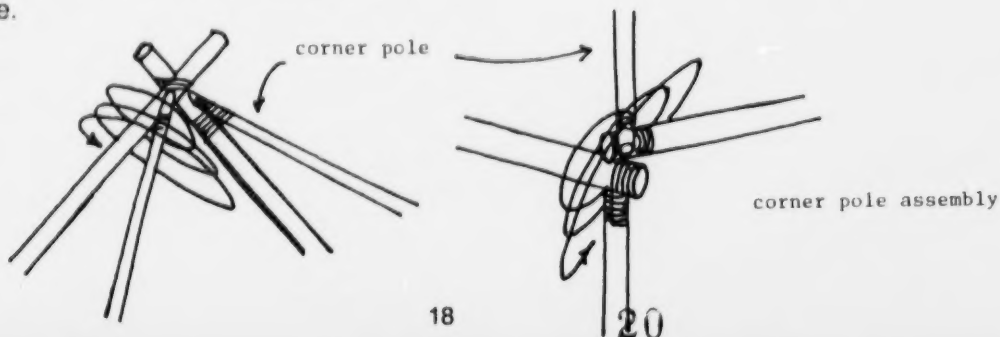
5. Repeat steps 3 and 4 if rear wall is to be used.
6. Place longer side wall poles in foundation holes and glue. Allow to dry.
7. Mark the girt log as you did the plate log and paint with glue. Place the girt log on top of the plate logs and the wall poles and tie in place as shown.
8. Tie each pair of roof rafters together as shown. Open the legs of the rafters and paint with glue and wrap with thread. Glue and tie rafters into place on the two plate logs above wall poles #3 and #5.



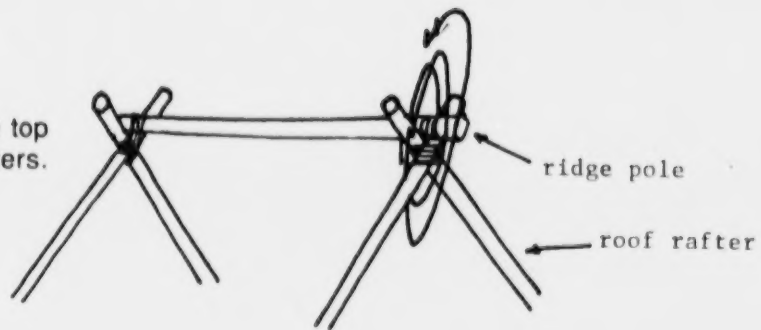
9. Paint each end of all four roof corner poles and wrap with thread for tying in place.



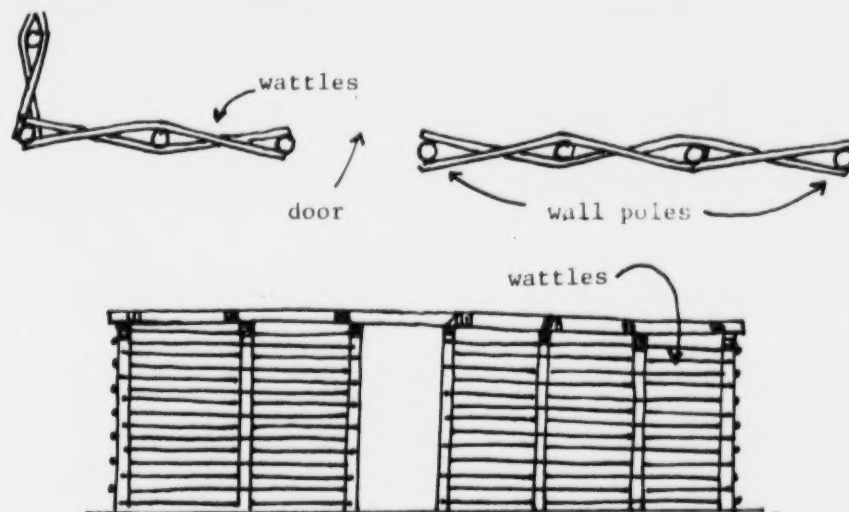
10. Glue and tie into place all four of the roof corner poles as is shown in the large drawing of the house frame.



11. The ridge pole rests in the top crotches of the four roof rafters. Glue and tie in place.

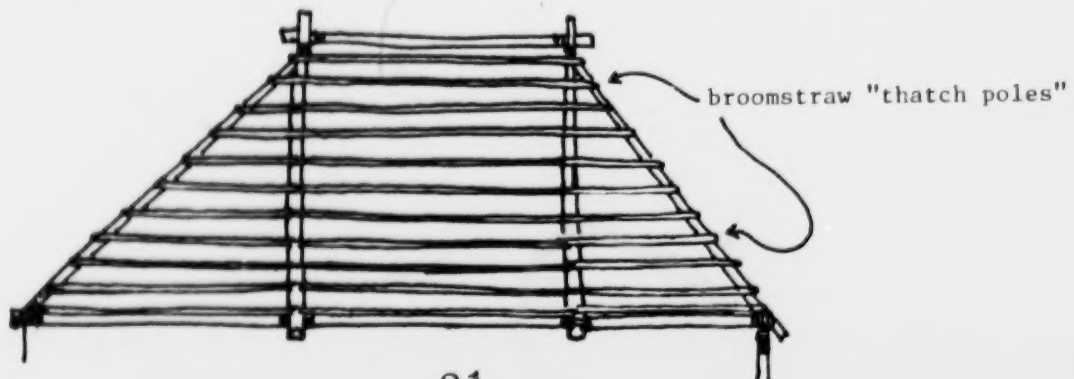


12. Once the house frame is dry, it's time to add the wattle (broomstraw) to the walls. Weave the wattle through the wall poles from side to side, starting at the bottom and moving up to the top. Do not weave the wattle around the corners of the house. Be sure to leave openings in the front wall for the door and the side walls for the windows.

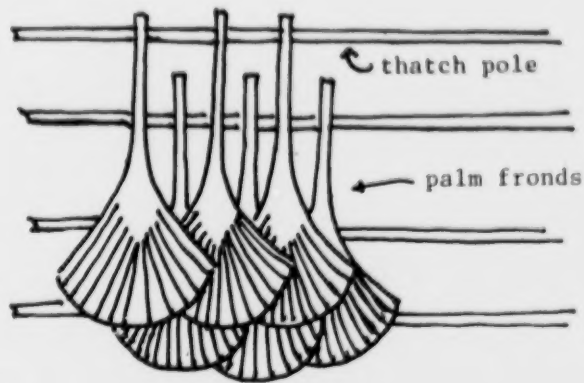


13. When you are finished weaving the wattles into place you can begin to daub. Spread papier mache on the wall just thick enough to smoothly cover the wattles and the wall poles and no thicker. After all of the walls are daubed, inside and out, allow to dry. To finish the walls, paint them with flat white paint to simulate lime whitewash. Allow to dry.

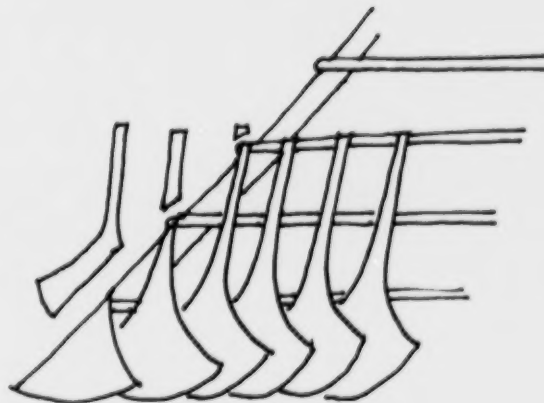
14. Now, it's time to build the roof. Glue broomstraws (and tie if necessary) across the roof rafters from the plate log up to the ridge pole. Leave $\frac{1}{2}$ " between the rafters. You may omit the rear of the roof if you wish.



15. Cut palm fronds from paper and glue to the thatch poles. Starting with the lowest pole glue each palm frond to three poles. Overlap the palm fronds from right to left. Move up the roof one thatch pole and repeat, positioning the palm fronds to cover the gaps between the palm fronds in the first row. If you do this correctly the roof won't leak when it rains.



16. When you have covered the entire roof with the palm frond thatch, take a pair of scissors and trim the thatch from the corner poles and the ridge pole so that the roof is neat and the roof corner poles and ridge pole are exposed. Glue palm fronds to the roof corner poles from the bottom to the top so that the corner poles are completely covered. Next, cut the stems from some palm fronds and cover the ridgepole from side to side. Make sure that the ridge of the roof is completely thatched.



corner pole trimming

17. As a final step, paint the cardboard around the house (and inside the house if you have left off the back wall) with glue and sprinkle sand all over it. Pour off excess sand and allow to dry.

Congratulations! Your Wattle and Daub, Palm Thatched House is finished.

My Dearest Nephew,

I am writing to congratulate you on the event of your tenth birthday. I also wish to know more about your new home in La Florida.

How do you like St. Augustine? Is it very hot or is it cool? Do you live near a river or a sea? Do you have a big house? Is your house built of stone as was your house here in Madrid, or is it built of some other material?

I hope that your house is not built of wood. My friend is an ex-soldier from La Florida and he tells me that all wooden houses in La Florida are eaten up by flying ants as big as wolves. Is your house built of wood? Have you seen such flying ants?

How do you spend your day? Do you have a church nearby where the priests can teach you the letters? Do you hunt or fish? My friend said that he did not hunt because of Los Indios in the forests. He said that most of the Indios are friendly but that some are fierce. Do the Indios live near you? Are the Indios friendly or fierce?

Do you have soldiers or a fort nearby to protect you? Are you troubled by pirates or do the soldiers keep them away? Is your father still a soldier? Does he do anything else?

How is my dear sister, your mother? I hope that she is happy and well. Does she still make clothing for you and your sisters? How else does she spend her days? Does she cook or grow a garden? Do your older sisters now cook and garden for her? What kinds of foods do you eat? Do you have Spanish vegetables in your garden or vegetables from the Indios?

Do you have playmates? Do many children of your age live nearby? What kind of games do you play? Will your father have you trained soon in a craft, or do you wish to be a soldier like your father?

Are your sisters well? Have your parents found husbands for them yet? They must be nearly sixteen and fourteen and in a very few years they should be married.

Best wishes on your birthday my nephew. Tell your mother that I wish them all well. Write to me soon, I remain your loving uncle.

My Dearest Niece,

I am writing to congratulate you on the event of your tenth birthday. I also wish to know more about your new home in La Florida.

How do you like St. Augustine? Is it very hot or is it cool? Do you live near a river or a sea? Do you have a big house? Is your house built of stone as was your house here in Madrid, or is it built of some other material?

I hope that your house is not built of wood. My friend is an ex-soldier from La Florida and he tells me that all wooden houses in La Florida are eaten up by flying ants as big as wolves. Is your house built of wood? Have you seen such flying ants?

How do you spend your day? Do you have a church nearby where the priests can teach you the letters? Does your father or do your brothers hunt or fish? My friend said that he did not hunt because of Los Indios in the forests. He said that most of the Indios are friendly, but that some are fierce. Do the Indios live near you? Are the Indios friendly or fierce?

Do you have soldiers or a fort nearby to protect you? Are you troubled by pirates or do the soldiers keep them away? Is your father still a soldier? Does he do anything else?

How is my dear sister, your mother? I hope that she is happy and well. Does she still make clothing for the family, or do you help as well? How else does she spend her days? Does she cook or grow a garden? Do you help her cook and take care of the garden? What kinds of foods do you eat? Do you have Spanish vegetables in your garden or vegetables from the Indios?

Do you have playmates? Do many children of your age live nearby? What kind of games do you play? Are your brothers trained in a craft yet, or will they be soldiers?

Are your brothers well? Have your parents found wives for them yet? They must be nearly eighteen and sixteen and in a very few years they should be married.

Best wishes on your birthday my niece. Tell your mother that I wish them all well. Write to me soon, I remain your loving aunt.

BARTER GAME

ITEMS AVAILABLE TO TRADE

Unmarried Soldier

plain wool
plain linen
coins

Unmarried Blacksmith

garden tools
kitchen tools
woodworking tools
coins

Tavernkeeper

wine - small amounts
rum - small amounts
meals
coins
coffee
tea
chocolate
sleeping room

Native American

deer meat
dried fish
dried turkey
dried beans
tortoise shells
corn
melons
San Marco pottery
beans
fish oil
fresh fish
fresh meat

ITEMS NEEDED

Unmarried Soldier

wine - small amounts
rum - small amounts
coffee
tea
chocolate
personal furniture

Unmarried Blacksmith

blanket
iron bars
clothes/clothing repair
cooked food
wine - small amounts
rum - small amounts
coffee
tea
chocolate
coins

Tavernkeeper

wine - large amounts
rum - large amounts
sugar
spices
pottery
salt
pepper
meat
rice
dried beans
furniture
blankets
coins

Native American

needle and pins
blankets
plain cloth
iron pot
iron tools

ITEMS AVAILABLE TO TRADE

Unmarried Woodworker

furniture
kitchen tools
coins

Privateer

silk
blankets
fine wool
fine linen
fine cotton
wine - in large amounts
rum - in large amounts
salt
pepper
spices
tea
coffee
olive oil
rice
flour
chocolate
fine pottery
iron pots
iron tools
iron bars
sugar
needles and pins
coins

Housewife

San Marco pottery
cabbage
oranges
lemons
limes
bread
dressmaking/sewing
cooked food

ITEMS NEEDED

Unmarried Woodworker

iron tools
blanket
cooked food
clothes
wine - small amounts
rum - small amounts
coffee
tea
chocolate
coins

Privateer

cooked food
rum - small amounts
wine - small amounts
sleeping room
clothing/clothing repairs
oranges
lemons
limes
bread
tortoise shells - for carving

Housewife

salt
oil
needles and pins
plain fabric
fine fabric
fresh meat
dried meat
dried beans
spices
sugar
pepper
corn
melons
rice
flour
blankets
iron pots
fine pottery
furniture
kitchen tools
garden tools
coffee
tea
chocolate

